

The National Nurturing Schools Programme
Assessment Report



Establishment name and address	Golden Valley Primary School
Headteacher/Principal	Richard Riordan
NNSP trained staff	Richard Riordan – Headteacher Jack Hamilton – SENCo
Assessment date	04/02/2026
Assessor	Sarah Norwood
Trainer	Adele Wilkinson
Review date	February 2029

STANDARDS

1. Stakeholders		1a. Pupils		
Standard		Developing	Establishing	Enhancing
1a.1	The social and emotional needs of pupils are assessed and tracked.			✓
1a.2	Nurture principles are defined and explained to pupils.			✓
1a.3	Pupils are encouraged to develop responsibility for themselves and learn self-efficacy			✓

1. Stakeholders		1b. Parents and Carers		
Standard		Developing	Establishing	Enhancing
1b.1	Parents and carers feel valued and welcomed in the establishment.			✓
1b.2	Nurture principles are defined and explained to parents and carers.			✓
1b.3	Reports to parents and carers reflect pupils' strengths and areas of need.			✓

1. Stakeholders		1c. Staff		
Standard		Developing	Establishing	Enhancing
1c.1	There are systems and procedures to welcome, support and induct new staff and visitors.			✓
1c.2	Nurture principles are defined and explained to all staff.			✓
1c.3	Staff are given opportunities to discuss, develop and review shared values.			✓
1c.4	There are clear expectations of how all adults in school relate to children when in or out of class.			✓
1c.5	Staff are actively involved in The National Nurturing Schools Programme.			✓

1. Stakeholders		1d. The Community		
Standard		Developing	Establishing	Enhancing

1d. 1	The establishment works with stakeholders within the community.			✓
1d. 2	Nurture principles are defined and explained to stakeholders.		✓	
1d. 3	The establishment is used as a resource within the community.			✓
1d. 4	The community is included in development plans.		✓	

1. Delivery		2a. Meeting Pupils Needs		
Standard		Developing	Establishing	Enhancing
2a. 1	Nurture principles are incorporated in curriculum planning and delivery.		✓	
2a. 2	The social and emotional needs of pupils are addressed.			✓
2a. 3	Behaviour is dealt with consistently by all staff.			✓
2a. 4	Pupils are involved in developing and evaluating their learning.			✓

2. Delivery		2b. Wellbeing: Pupils		
Standard		Developing	Establishing	Enhancing
2b. 1	Provision and strategies promote pupil welfare and wellbeing			✓
2b. 2	Pupils feel safe and secure.			✓
2b. 3	Pupils feel valued, respected, included and listened to.		✓	
2b. 4	Pupils are prepared for transitions in life.		✓	

2 Delivery		2b. Wellbeing: Staff		
Standard		Developing	Establishing	Enhancing
2b. 5	Provision and strategies promote staff welfare and wellbeing			✓
2b. 6	Staff feel valued, respected, included and listened to.		✓	
2b. 7	Staff access relevant professional development.			✓

2b.8	There are opportunities for reflective collaborative problem solving for staff			✓
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2 Delivery		2c. Environment		
Standard		Developing	Establishing	Enhancing
2c.1	Nurture principles are reflected in the development of the environment.		✓	
2c.2	The environment is safe and welcoming for all stakeholders.			✓

3. Leadership and Management		3a. Policy		
Standard		Developing	Establishing	Enhancing
3a.1	Organisational and curriculum policies reflect and support nurture principles.			✓
3a.2	Stakeholders are involved in the development and review of policies.		✓	

3. Leadership and Management		3b. Partnership		
Standard		Developing	Establishing	Enhancing
3b.1	Partnership working reflects a nurturing rationale.		✓	

3. Leadership and Management		3c. Resources		
Standard		Developing	Establishing	Enhancing
3c.1	There are clear development priorities regarding nurture principles and practice.		✓	
3c.2	Resources are deployed to develop nurturing principles and practice across the setting.			✓

3 Leadership and Management		3d. Monitoring and evaluation		
Standard		Developing	Establishing	Enhancing
3d. 1	Monitoring and evaluation protocols include evidence of planning, reviewing and evaluating processes for the National Nurturing Schools Programme (please include attendance and exclusion data from the first self-assessment and in all subsequent self-assessments).		✓	

Assessors Summary

This report cannot fully reflect the breadth and depth of the work that takes place every day at Golden Valley Primary School. A comprehensive range of documentation and evidence was provided as part of the assessment process, including the NNSP application, self-assessment, tracking information and case studies relating to partnership, community, and the Boxall Profile Online.

Examples of excellent practice include:

It was a privilege to spend time with staff, pupils, parents and carers from Golden Valley Primary School, hearing directly how nurture principles and relational practice are experienced across the school community. This report highlights key features of practice evidenced through documentation and stakeholder voice, including the strategic use of the Boxall Profile Online, the embedding of the Six Principles of Nurture, staff wellbeing, coordinated support around children and families, parental engagement, and the lived experience of pupils.

Use of the Boxall Profile assessment tool

Golden Valley Primary School uses the Boxall Profile Online to assess and track children's social and emotional development and to strengthen a shared, developmental understanding of need. The school's case study evidences how Boxall profiling was used for a targeted group of pupils who were struggling with transitions into school, remaining regulated in the classroom, and managing social interactions. The group included pupils with ADHD and children at needs assessment for an EHCP, demonstrating the school's commitment to using assessment to understand need across a range of profiles. The group was initially assessed in February, and staff reported that the Diagnostic assessment closely matched pupils' presenting needs. Action plans were created for each pupil and used to identify practical targets and strategies, with a clear intended outcome: improved transition into school, increased regulation in class and improved access to learning. Early outcomes described in the case study include increased attendance, reduced dysregulation and pupils feeling safer to be in school. In response, classes have begun tailoring circle times and classroom practice to include nurture strategies that support the targets identified. Throughout my morning it became

evident that the Boxall Profile is positioned not as a standalone intervention but seen by everyone as an assessment tool that informs planning, strengthens consistency, and connects directly with the Six Principles of Nurture.

The Six Principles of Nurture

Golden Valley Primary School has embedded the Six Principles of Nurture as a coherent framework to guide culture, routines, and relationships. The principles are clearly reflected within policy and practice and are described by stakeholders as shaping how the school understands need, provides safety, and supports children to thrive.

Children's learning is understood developmentally.

At Golden Valley Primary School, children's learning is understood through a consistently applied developmental lens. There is a clear and shared understanding across the school that emotional regulation, lived experience, and relational safety significantly influence a child's capacity to engage with learning. This understanding is evident in both classroom practice and wider pastoral systems and is reinforced by leadership decisions that prioritise wellbeing alongside academic progress.

The Boxall Profile plays a central role in supporting this developmental understanding. Information from Boxall assessments is used thoughtfully alongside professional judgement to build a holistic picture of pupils' social and emotional development. This enables staff to identify strengths, emerging needs and areas requiring targeted support, ensuring that responses are proportionate, timely and developmentally appropriate. The use of Boxall information is not isolated to intervention planning, but informs classroom adaptations, pastoral provision, and transition arrangements, supporting consistency across the school.

Classroom practice reflects this developmental awareness in practical and meaningful ways. Expectations are flexibly adjusted in response to pupils' emotional readiness, with learning scaffolded carefully to enable success and build confidence. Staff demonstrate sensitivity to pace, workload, and presentation of tasks, recognising when pupils may require additional structure, reassurance, or regulation before they are able to engage fully. This approach supports children to remain included in learning, rather than being excluded due to unmet developmental needs.

Provision for neurodiverse pupils and those requiring additional predictability is embedded within everyday practice. Visual timetables, Now and Next boards, planned movement breaks and sensory circuits are used to support regulation and reduce anxiety. These strategies are applied consistently across classrooms, reinforcing a shared understanding of how structure and predictability support emotional safety and learning. Pupils described how knowing what to expect and having clear routines helps them to feel calm and ready to learn, reflecting the impact of this approach. Importantly, this developmental understanding extends beyond the classroom. It informs how staff interpret behaviour, plan support, and communicate with families. By

recognising that learning and behaviour are closely linked to emotional development, Golden Valley Primary School ensures that children are met where they are, rather than where they are expected to be. This creates a learning environment in which pupils feel understood, supported, and able to make progress at a pace that is right for them.

The classroom offers a safe base.

At Golden Valley Primary School, classrooms function as emotionally safe bases where pupils feel secure, contained, and ready to engage with learning. This sense of safety is intentionally created through predictable routines, consistent expectations and strong, trusting relationships between adults and pupils. Across the school, there is a shared understanding that emotional safety is a prerequisite for learning, and this belief is clearly reflected in daily classroom practice.

Routine, consistency, and predictability were repeatedly highlighted by pupils and staff as central to creating a calm and purposeful learning environment. Shared routines are explicitly taught and consistently applied, enabling pupils to know what to expect and reducing anxiety linked to uncertainty. Pupils spoke confidently about the reassurance provided by these structures, explaining that knowing who they are sitting with, what will happen next and how the day is organised helps them to feel safe and settled. This consistency is particularly significant in supporting pupils during a period of wider change, providing a stable and reliable framework within which pupils can thrive. Relationships sit at the heart of the classroom safe base. Adults respond to pupils with warmth, attunement and curiosity, prioritising connection and understanding over control. When difficulties arise, staff seek to understand what has happened and why, rather than focusing solely on behaviour. This relational approach builds trust and reinforces pupils' sense that adults are there to support them, even when learning feels challenging or emotions are heightened.

The physical and emotional environment of classrooms further supports pupils' sense of safety. Visual timetables, clear organisation of space and access to regulation strategies help pupils to manage transitions and emotional states within the classroom. Pupils described being able to move seating, access quiet activities such as colouring, or use regulation stations when needed, demonstrating an environment that is flexible and responsive rather than rigid. These opportunities enable pupils to self-regulate and remain connected to learning.

The Nest provides an additional layer of containment, extending the classroom safe base for pupils who require more targeted support. This space offers trusted adult relationships, soft starts, and opportunities for regulation, enabling pupils to feel calm and supported before returning to class. The use of The Nest is carefully integrated with classroom practice, ensuring continuity of approach and reinforcing the message that support is available without stigma or exclusion.

Overall, classrooms at Golden Valley Primary School offer more than physical spaces for learning; they provide emotionally secure environments where pupils feel known, valued, and supported. This consistent provision of a safe base enables pupils to develop confidence, resilience, and readiness to learn, underpinning both wellbeing and academic engagement.

The importance of nurture for the development of wellbeing

At Golden Valley Primary School, nurture is understood as fundamental to wellbeing and is embedded as a whole-school responsibility rather than a discrete intervention. There is a shared understanding across the school community that children's emotional wellbeing directly impacts their ability to engage with learning, form relationships, and manage behaviour. This belief is reflected in leadership decisions, classroom practice, and pastoral systems, ensuring that wellbeing is consistently prioritised alongside academic outcomes.

Wellbeing support at Golden Valley Primary School is proactive, responsive, and developmentally informed. Pastoral systems draw on a range of information, including Boxall Profile assessments, CPOMS records and professional observations, to identify pupils who may require additional support. This enables staff to respond early to emerging needs and to plan support that is proportionate and tailored, rather than reactive. The use of this information supports a joined-up understanding of pupils' emotional experiences across the school.

Targeted wellbeing provision is delivered in a way that maintains pupils' dignity and sense of belonging. Pupils are supported through trusted adult relationships and structured opportunities for regulation, with careful consideration given to timing, consistency, and emotional readiness. The Nest plays a key role in supporting pupils' wellbeing, offering a calm, containing environment where pupils can regulate, reflect and reconnect before returning to learning. This provision reinforces the message that wellbeing support is a normal and valued part of school life.

Staff wellbeing is recognised as integral to sustaining a nurturing culture. Adults described feeling supported, noticed and valued, with leaders demonstrating awareness of emotional load and work-life balance. Clear routines, predictable systems, and shared approaches reduce uncertainty and pressure, enabling staff to remain emotionally available to pupils. This attention to staff wellbeing strengthens consistency across the school and supports positive relationships at every level.

The impact of this nurturing approach to wellbeing is evident in the confidence with which pupils describe their experiences and the trust expressed by parents. Pupils demonstrated an understanding of regulation strategies and spoke positively about having safe spaces and trusted adults. Parents highlighted the school's focus on understanding and supporting their child, even during periods of difficulty. Together,

these perspectives reflect a school where wellbeing is not an add-on, but a core condition for learning, belonging, and growth.

Language is a vital means of communication.

At Golden Valley Primary School, language is recognised as a fundamental tool for connection, emotional regulation, and learning. There is a clear understanding across the school that children need support to develop the language required to express their feelings, needs and thinking, particularly when experiencing challenge or emotional distress. This understanding informs classroom practice, pastoral support and the way adults communicate with pupils throughout the school day.

Strong emphasis is placed on developing pupils' communication skills through high-quality early reading, phonics, and oracy-rich classroom environments. These foundations support not only academic progress but also pupils' ability to articulate emotions and seek help appropriately. Adults consistently model respectful, calm, and strengths-based language, creating an environment in which pupils feel safe to express themselves and confident that they will be listened to.

A shared emotional language is embedded across the school, supporting pupils to make sense of their feelings and experiences. Pupils demonstrated familiarity with the Zones of Regulation and were able to describe how different strategies help them to manage their emotions. Access to visual supports, regulation stations and quiet activities enables pupils to communicate need without escalation, reducing reliance on behaviour as a form of expression. This shared language creates consistency across classrooms and supports pupils to feel understood by different adults.

Language is also used intentionally by staff during moments of difficulty or dysregulation. Adults use agreed scripts and reflective language to acknowledge feelings, validate experiences, and support pupils to regain regulation. This approach reinforces emotional safety and helps pupils to develop their own internal language for understanding and managing emotions over time.

The impact of this emphasis on language is evident in the confidence with which pupils spoke about their feelings, strategies, and relationships. Pupils described being able to explain how they feel and what they need, reflecting a school culture where communication is nurtured and valued. By prioritising language as a means of communication, Golden Valley Primary School supports pupils not only to learn, but to develop the emotional literacy required for positive relationships and lifelong wellbeing.

All behaviour is communication.

Across Golden Valley Primary School, behaviour is consistently understood as a form of communication. There is a shared understanding that behaviour reflects underlying emotional need, developmental stage or lived experience, rather than simply a choice to comply or not comply. This perspective is evident in the way staff interpret behaviour, plan support, and respond to pupils during moments of challenge.

When behaviour presents as a concern, adults look beyond what is seen to consider what may be driving it. Staff demonstrate curiosity and empathy, seeking to understand what a pupil may be communicating through their behaviour. Pupils described that when something goes wrong, adults ask why it has happened, rather than responding with blame or punishment. This approach reinforces trust and helps pupils feel understood, even when emotions are heightened.

Pastoral responses are informed by a combination of Boxall Profile information, CPOMS records and professional discussion. This ensures that responses to behaviour are reflective, consistent, and developmentally appropriate. Pastoral Support Plans and Team Around the Child discussions draw these strands together, enabling staff to respond in a coordinated way that supports regulation, emotional development, and inclusion.

The school's relational approach to behaviour supports pupils to remain connected to learning and relationships. Rather than removing pupils from the learning environment, staff focus on helping pupils to regulate and re-engage. Access to regulation strategies, trusted adults, and supportive spaces enables pupils to calm, reflect and return to learning with dignity. This reinforces the message that mistakes are part of learning and that support is available when things feel difficult.

Over time, this consistent understanding of behaviour as communication supports pupils to develop greater self-awareness and emotional literacy. Pupils demonstrated confidence in describing how they feel and what helps them, reflecting the impact of an approach that prioritises understanding over control. Through this lens, Golden Valley Primary School creates an environment in which behaviour is met with compassion, learning, and growth.

The importance of transition in children's lives

At Golden Valley Primary School, transitions are recognised as significant moments that can have a cumulative impact on pupils' emotional wellbeing and readiness to learn. There is a clear understanding that change, whether daily or longer term, can increase anxiety and dysregulation for some pupils, particularly during periods of wider uncertainty or transition. As a result, transitions are planned thoughtfully and supported proactively across the school.

Preparation for transition begins before pupils join the school. Information relating to academic progress, social and emotional development, SEND, and safeguarding is gathered and shared to ensure continuity of understanding. This enables staff to anticipate potential areas of need and to put supportive strategies in place from the outset, reducing the likelihood of pupils feeling overwhelmed or unsettled.

Daily transitions are supported through consistent routines, visual timetables, and clear expectations. Pupils described how knowing what is happening next and what the day will look like helps them to feel calm and secure. Strategies such as Now and Next

boards, visual prompts, and verbal preparation support pupils to manage changes within the school day, including movement between activities, classrooms, and adults. These approaches are applied consistently across the school, reinforcing predictability and emotional safety.

The Nest provides additional support for pupils who find transitions particularly challenging. This includes soft starts to the day, opportunities for regulation and flexible arrangements that enable pupils to access learning at a pace that feels manageable. The use of The Nest is carefully integrated with classroom practice, ensuring that pupils experience continuity rather than separation from their learning environment. Transitions between year groups are planned collaboratively, with staff sharing knowledge and strategies to support continuity for vulnerable pupils. Pupil passports and pastoral discussions ensure that important information travels with the child, enabling receiving staff to provide immediate and appropriate support. This thoughtful approach reduces uncertainty and supports pupils to feel known and understood as they move through the school.

Overall, Golden Valley Primary School demonstrates a strong understanding of the emotional significance of transitions. By prioritising preparation, consistency and relational support, the school ensures that transitions are experienced as manageable and supportive, rather than disruptive. This approach contributes to a calm, secure environment in which pupils feel safe to learn and grow.

Team Around the Child

Golden Valley Primary School demonstrates a well-established and purposeful Team Around the Child approach, which reflects a strong commitment to understanding and supporting pupils within the context of their wider lives. There is unmistakable evidence that staff work collaboratively with families and external professionals to develop a holistic understanding of pupils' needs, ensuring that support is coordinated, consistent and responsive.

The SENCo plays a central role in leading and coordinating Team Around the Child processes, ensuring that information is shared effectively and that actions are clearly agreed and reviewed. Meetings are structured yet relational, providing space for professional dialogue while maintaining a strong focus on the individual child. Parents are actively included in these discussions and are given opportunities to share their perspectives, contributing to a shared understanding of strengths, needs, and priorities. Pastoral Support Plans are used to bring together information from a range of sources, including Boxall Profile assessments, CPOMS records, professional observations, and parent voice. This ensures that planning is informed by a comprehensive and nuanced picture of the child, rather than isolated incidents or behaviours. Support plans are reviewed regularly, allowing adjustments to be made in response to progress or changing circumstances.

Collaboration with external agencies is purposeful and well-coordinated. Where additional support is required, staff work closely with professionals to ensure that recommendations are understood and embedded into daily practice. This joined-up approach supports consistency for pupils and families, reducing the risk of fragmented or conflicting responses. Communication between the school and external partners is clear and proactive, reinforcing shared responsibility for supporting the child's wellbeing and development.

Importantly, the Team Around the Child approach at Golden Valley Primary School is underpinned by a nurturing and relational ethos. Families described feeling listened to and supported, particularly during times of difficulty. It was apparent throughout all my conversations that challenges are approached with curiosity and compassion, rather than judgment. This builds trust and enables families to engage openly with the school, strengthening partnerships and supporting positive outcomes for pupils.

Overall, the Team Around the Child processes at Golden Valley Primary School reflect a thoughtful, inclusive, and child-centred approach. By working collaboratively with families and professionals, and by grounding planning in a deep understanding of children's emotional and developmental needs, the school ensures that pupils are supported in a coherent and compassionate way.

Parental engagement

Parental engagement is a clear strength at Golden Valley Primary School and is rooted in a culture of openness, trust, and partnership. Families are viewed as integral to supporting children's wellbeing and development, and this belief is reflected in the way parents are welcomed, listened to, and actively involved in school life. Throughout my conversation with parents and carers, they consistently described feeling valued and respected, particularly during times when their child required additional support. Communication with families is thoughtful and responsive, with staff prioritising clarity, honesty, and approachability. Parents highlighted the importance of being able to speak openly with staff and feeling confident that their concerns would be taken seriously. Meetings are structured in a way that enables parents to share their perspectives early, reinforcing a sense of collaboration rather than hierarchy. This approach supports shared understanding and helps families feel that they are working alongside the school, rather than being directed by it.

The school's nurturing approach is particularly evident in how challenges are managed with families. Parents described that when difficulties arise, the focus remains firmly on understanding the child and identifying how best to support them. There was a powerful sense that staff approach situations with curiosity and compassion, seeking solutions rather than blame. This relational approach strengthens trust and encourages ongoing engagement, even during periods of stress or uncertainty.

Parental engagement is intricately linked to the school's Team Around the Child processes. Families are actively involved in discussions about support planning, with

their knowledge of their child recognised as essential. Parents spoke positively about being included in decision-making and about the school's willingness to think creatively and adapt support in response to individual needs. This collaborative planning reinforces consistency between home and school, supporting children to feel secure across both environments.

Overall, Golden Valley Primary School demonstrates a strong commitment to working in partnership with parents. The welcoming, approachable, and honest culture described by families reflects a school that understands the importance of relational trust. By prioritising communication, shared understanding and collaboration, the school ensures that parental engagement is meaningful and sustained, contributing positively to pupils' wellbeing and development.

Pupils

Pupils at Golden Valley Primary School are at the heart of the school's nurturing approach, and this is reflected in the way they are known, listened to, and supported. Throughout the circle time that I was fortunate to be a part of, pupils spoke confidently and openly about their experiences, demonstrating a keen sense of belonging and emotional safety within the school community. Their ability to articulate routines, relationships and regulation strategies indicates a culture in which pupils feel secure and valued.

A strong emphasis is placed on creating an environment where pupils feel safe and predictable. Pupils described the reassurance provided by consistent routines, explaining that knowing what happens each day, where they sit and who they are working with helps them to feel calm and ready to learn. This predictability was repeatedly referenced as important, particularly during a period of change, and contributes to a calm, purposeful atmosphere across the school.

Pupils demonstrated a clear understanding of emotional regulation and the strategies available to support them. Many were able to describe the use of the Zones of Regulation, regulation stations, and quiet activities such as colouring as ways to manage feelings when they become overwhelmed. Pupils spoke about being able to move seating or access different spaces when needed, reflecting an environment that is flexible and responsive to emotional need rather than rigid or punitive.

Relationships with adults were identified by pupils as a key source of support. Children described feeling listened to and understood, particularly when something has gone wrong. Pupils explained that adults take time to ask why something has happened, reinforcing a sense of fairness and care. This relational approach supports trust and encourages pupils to seek help when they need it, rather than masking difficulty or distress.

Importantly, pupils described feeling known as individuals. Comments about adults knowing their names, noticing their feelings, and offering support reflect a school culture

in which relationships are prioritised, and pupils feel recognised. This sense of being seen and understood supports pupils' confidence, emotional wellbeing, and engagement with learning.

Overall, pupils at Golden Valley Primary School experience a nurturing environment in which they feel safe, supported, and included. Their confidence in describing routines, emotions and strategies demonstrates the impact of a consistent, relational approach that values pupil voice and promotes emotional literacy. This provides a solid foundation for both wellbeing and learning.

Conclusion

Golden Valley Primary School demonstrates a deeply embedded and authentic commitment to nurture, with the Six Principles of Nurture clearly interwoven through the school's values, culture, and daily practice. There were so many examples of the strong coherence between what the school sets out to achieve and the lived experiences described by pupils, staff, and parents. Nurture is not experienced as an intervention or discrete strand of provision, but as a shared framework that shapes relationships, routines, understanding of behaviour and decision-making at every level.

A particularly significant strength is the way routine, consistency and predictability are used intentionally to create emotional safety. During a period of change, these elements have provided stability and reassurance for pupils, staff, and families. Clear routines, shared expectations, and consistent relational responses were repeatedly identified as helping children to feel calm, secure, and ready to learn. This thoughtful use of structure reflects a strong understanding of how safety and predictability underpin wellbeing and engagement.

The impact of this approach is evident in the confidence and emotional literacy of pupils, the trust and partnership expressed by parents, and the sense of teamwork and mutual support described by staff. Pupils spoke with clarity about routines, relationships, and regulation strategies, indicating that they feel known and supported. Parents described feeling listened to and valued, particularly during times of difficulty, and expressed confidence in the school's commitment to understanding and supporting their child. Staff described a culture rooted in kindness, shared values, and collective responsibility. Throughout the conversations that we had, the Headteacher was keen to acknowledge the commitment, professionalism, and sustained effort of the whole school team. It was clear that the nurturing culture evident across Golden Valley Primary School is the result of shared ownership and collective endeavour. Staff commitment to relational practice, combined with thoughtful leadership and reflective systems, has enabled nurture to become embedded and sustained.

Golden Valley Primary School is well placed to continue and deepen its nurturing journey. The work undertaken through the National Nurturing Schools Programme has strengthened clarity, consistency, and confidence across the school community. The

alignment between values, practice and lived experience provides a strong and secure foundation for the ongoing wellbeing, development, and success of all pupils.

Quotes from the assessment day

Staff voice

- *“What keeps me going is who I work with.”*
- *“We are a team.”*
- *“I don’t ever feel worried – people notice, and when I’ve needed support, changes have been made.”*
- *“There’s a real understanding of work–life balance.”*
- *“The routines give predictability – it feels calm and purposeful for everyone.”*
- *“The Six Principles have provided clarity. They’ve bonded our culture journey.”*
- *“The National Nurturing Schools Programme has been the perfect vehicle for our vision.”*
- *“Boxall has given us the language and an impactful data set that links the six principles in a formal way.”*
- *“Everything we do is delivered with nurture.”*
- *“The strength of our school is the kindness in everything.”*

Pupil voice

- *“We have safe places.”*
- *“You know who you are sitting with.”*
- *“We do the same things every day, and that helps.”*
- *“If something happens, teachers ask why it’s happened.”*
- *“If I feel annoyed, I can move to another table.”*
- *“We use the zones and different strategies.”*
- *“I like the quiet colouring and the regulation stations.”*
- *“There are lots of different books and positive posters.”*
- *“Everyone knows our names.”*

Parent voice

- *“Every time there is a blip, the focus is on our child – they just want to help.”*
- *“I trust that they have his back.”*
- *“They think outside the box, and we’re learning together.”*
- *“The staff are very supportive and go above and beyond.”*
- *“It feels welcoming, approachable and honest.”*
- *“It really matters that we’re given time to speak first.”*

Recommendation

We recommend Golden Valley Primary School for the National Nurturing Schools Award.

Areas for development	Timescale
<p>Boxall Profile Online. Continue to embed the Boxall Profile as a whole-school assessment and planning tool, using outcomes to inform universal classroom strategies, targeted nurture action plans, and transition arrangements. In line with the school’s identified next steps, increase planned use of the Nest as a base for delivering nurture action plans in 2025–2026.</p>	Ongoing
<p>Nurture Principles. Continue to promote and embed the Six Principles of Nurture across pupils, staff and parents and carers, strengthening shared language through workshops, resources, and communication so that nurture-informed practice is reinforced between home and school. Where appropriate, extend the nurture rationale to key partners and stakeholders.</p>	Ongoing
<p>Monitoring and evaluation. Continue to monitor and evaluate provision through annual completion of the National Nurturing Schools self-assessment, using learning walks and staff voice (including staff surveys) to evidence impact and identify priorities for further development.</p>	Ongoing
<p>Engage with the re-accreditation process for the National Nurturing Schools Programme.</p>	February 2029